P.2 READING SELF-STUDY LESSONS SET 2

LESSON 1
THEME : Our Environment
SUB-THEME: Common animals
CONTENT : sound /er/

Learning outcomes:
By the end of this lesson, you should be able to:
- Sound the letters correctly
- Blend the sounds to form correct words
- Identify /er/ sound words
- Read, spell and write /er/ sound words correctly
- Construct oral and written meaningful sentences using /er/ sound words
- Read and write sentences with /er/ sound words correctly

Sound /er/

Introduction
Dear learners, you are welcome to this lesson, we are going to look at the family of /a/ sound; this family has many diagraphs that are written differently but make the same sound.

They all help us to read many words that are made out of them. These are:
/er/ /ur / /ir/ /ar/ /u/

Let us begin with sound /er/
- Roll your hands over each other on your stomach like a mixer and say, er–er
- Say the sound several times to perfect its pronunciation.
- Practice writing the sound in the air, on the table and in your book.
- Sound, blend and form words, then you read, pronounce, spell and write the sound words correctly.
Read the words of the sub-theme
h-er-d                herb            cobbler
w-i-n-t-e-r            herbal
l-e-tt-e-r             computer
r- u-nn- e-r            market
sister                 vender
mother                 tender
father                 feather
term                    mixer
her                      improper
Now construct oral and written meaningful sentences using the formed words and practice reading them

Examples of sentences with sound words

1. My sister is in the computer room.
2. The market vender is selling mangoes.
3. My father went to the cobbler in the last term.
4. My father is a herbalist.
5. I went to the market with my brother and sister yesterday.
6. The cobbler cleaned the shoes using feathers.
7. The singer made a loud noise.

Exercise

1. Read and draw
   
   Cobbler     mother     sister     fisher man

2. Show the sounds in these words
   
   term ___________ sister ___________ herb ___________

3. Write the last sound of the word given
   
   singer ___________ vender ___________ feather _______

4. Make correct sentences using the given words
   
   Feather _________________________________
   Mother ________________________________
   Market ________________________________
   Third ________________________________
LESSON 2

THEME : Our Environment

SUB – THEME : Common animals

CONTENT: Reading words of the sub-theme

Learning outcome:

By the end of this lesson, you should be able to:
- Identify common animals in our environment.
- Pronounce, blend read and write the related words correctly.
- Construct oral and written sentences using the learnt words.
- Read the related sentences correctly.

Reading words of the sub-theme

Introduction

We are going to read words of the common animals in our environment.
Start by naming the common animals you know and write their names down.

Blend, read, spell and write these words

cow, kid, lamb, zebra, calf,
duck, pig, rabbit, goat, hyena,
cat, dog, parrot, piglet, lion,
sheep, kitten, elephant, monkey, leopard, hawk

Make sentences using these words

1. A cow gives us milk.
2. A kid is a young one of a goat.
3. A lion is a cunning animal.
4. A zebra is the most beautiful animal.
5. That kitten is so playful.
6. A zebra has white and black stripes.
7. I have a pet dog at home.
8. A hyena is a very wise animal.
Exercise

1. Read and draw

<table>
<thead>
<tr>
<th>pig</th>
<th>monkey</th>
<th>lion</th>
<th>kitten</th>
</tr>
</thead>
</table>

2. Fill in the missing letters

animal
parrot
how
lion
duck

3. Show sounds in the words below:

- elephant
- grass
- lamb

4. Re-arrange the given letters to form correct words.

- Mbla__
- atc__
- gip__
- pshee__
- fcal

5. Write these sentences correctly

- eating grass The cow is_________________________
- two puppies The dog has_________________________
- two leopards in the zoo There_________________________
LESSON 3

THEME : Our Environment

SUB - THEME: Common animals

CONTENT: A Poem

Learning outcomes:

By the end of this lesson, you should be able to:

- Read the poem correctly and understand it
- Answer the questions from it correctly

Introduction

This poem is about animals; a lioness, a sheep, a cow and a dog are talked about. It has four stanzas.

- Read it, identify new words, look up the meanings of those new words
- Construct sentences using those words after you read the poem

COMMON ANIMALS

I am busy, busy roars, the lioness,
Busy hunting in the forest,
Busy trapping animals,
Busy attending to my cubs,

I am busy bleats the sheep,
Busy suckling my lambs,
Busy cleaning my wool,
Busy eating grass in the field,

I am busy moos the cow,
Busy feeding the calf,
Busy giving milk and beef,
Busy waving the tail to chase the flies,
Busy moving up and down in the kraal.
I am busy, busy barks the dog,
Busy barking at thieves to protect my master,
Busy feeding my puppies,
Busy moving up and down in my kennel.

Questions
1. Which animal is busy hunting?
2. Which animal is suckling its lambs?
3. What is the title of the poem?
4. How many stanzas does the poem have?
5. Which stanza is talking about a cow?
6. Which animal gives us milk and beef according to the poem?
7. Give the sound made by these animals
   Lioness __________________ dog __________________
8. How many lines does the second stanza have?
9. Which animal is busy trapping others?
   Write the title of the poem
LESSON 4

THEME : Our Environment
SUB - THEME: Common animals
CONTENT: Sound / ir/

Learning outcomes:

By the end of this lesson, you should be able to:

- Sound the letters correctly
- Identify words with / ir/ sound
- Form words from the learnt sound
- Blend, spell and write the sound words
- Read the sound words and sentences correctly
- Construct oral and written meaningful sentences using the sound words

Sound / ir/

Introduction

- Roll your hands over each other over your stomach like a mixer and say er-er-er-er-er
- Say the sound several times to perfect its pronunciation, write the sound in air and on the table and in your book to practice how it is written.
- Blend the sounds and form words, spell, write and read the words
- Construct meaningful sentences using the sound words and read them

Sh-ir-t
Sk-ir-t
f-ir-st
birds
skirts
firm
firmly

birth
girl
dirt
first
shirt
sir

dirty
birthday
circle
Circumcision
circumcise
Now we will make sentences using the leant words

1. He is wearing a dirty shirt.
2. John wore a red shirt on his birthday.
3. The girl has many skirts.
4. He gave birth to three girls.
5. They made a circle during the circumcision ceremony.

Exercise

1. Construct meaningful sentences using the words below.
   surrounding ___________________________
   natural ________________________________
   special ______________________________
   friends ________________________________

2. Identify the sounds in each word.
   dirty __________ birth __________
   skirt __________ firm __________

3. Underline the given sound in the word.
   /ir/ birth
   /ee/ freedom
   /oe/ doe
   /ie/ pie
   /nt/ environment

4. Read and draw

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Signpost</td>
<td>animals</td>
<td>teacher</td>
</tr>
</tbody>
</table>

5. Write the last sound for the given pictures
LESSON 5
THEME: Our Environment
SUB-THEME: Common Insects
CONTENT: Reading words from the sub-theme

Learning outcomes:
By the end of this lesson, you should be able to:
- Identify common insects in our environment.
- Blend, spell, pronounce and write the words correctly.
- Construct meaningful sentences using the learnt words.
- Read the related words and sentences correctly

Reading words from the sub-theme

Introduction
Start by naming the common animals you know and write their names down.
We are going to read words of the common animals in our environment.

Read, spell and write the words correctly
bee fly mosquito insects worm
tsetse fly butterfly ant wasp flea
grasshopper spider cockroach locust bedbug

Now construct meaningful oral and written sentences using the learnt words
Examples of Sentences

- A spider has eight legs.
- Mosquitoes spread malaria.
- Bees give us honey.
- Some insects have six legs.
- Sandra got much honey from the beehive.
- Wasps are very dangerous insects.
- A swarm of locusts destroyed all our crops.

Exercise

1. Identify sounds in the words below
   - bee
   - butterfly
   - wasp
   - mosquito

2. Fill in the missing letters.
   - sp__der
   - a__t
   - co__ __roach
   - grass__ __per

3. Read and draw.
   - That butterfly has beautiful colours.
   - The mosquito is biting a boy.
   - Some insects have six legs
   - There is a bee on the leaf.

4. Make sentences using the given phrases
   - bites people: ____________________
   - keeps law and order:__________________
   - has six legs: ____________________
Lesson 6

THEME : Our Environment

SUBTHEME: Common Insects

CONTENT: Reading a poem

Learning outcome:
By the end of this lesson you should be able to:
- Read the poem correctly
- Answer oral and written questions about the poem correctly.

Reading a poem

Introduction

This poem is about ants, it has two stanzas, and the first stanza has got four lines

The second stanza has got three lines, it was written by Alfred.

Guidelines

- Read the poem silently for three times
- Identify the new words and look up their meanings from the dictionary.
- Construct meaningful sentences using the identified new words.
- Read the poem again after you act it with your brother/sister who is with you at home.
- Now read the poem aloud several times then going to answer questions about it
- After reading the poem, you will read the questions about it and answer them orally first then write the correct answers
Let us now read the poem.

Ants   Ants   Ants
Too tasty for me
Too tasty for you
Too tiresome to pick
From their ant-hills.

Ants   Ants   Ants
Tasty for old and young people
Picked in afternoons and evenings
Do you enjoy ants like me?

By Alfred

Questions
1. What is the poem about?
2. Where do ants stay?
3. Which insects were talked about in the poem?
4. Which people are the ants tasty for?
5. How many stanzas does the poem have?
6. How many lines does the first stanza have?
7. Who wrote the poem?
8. When are the ants picked?
9. Do you think Alfred likes ants?
LESSON 7

THEME : Our Environment
SUBTHEME: Common plants
CONTENT: sound/ ar/

Learning outcomes:

By the end of this lesson, you should be able to:

- Sound the letters correctly.
- Write the letter sounds correctly.
- Identify words with /ar/ sound.
- Blend the sounds to form correct words.
- Read and write the sound words correctly.
- Construct meaningful oral and written sentences using the sound words
- Write and read the sentences correctly

Sound/ ar/

Introduction

- Open your mouth wide and say ah/ar, say it several times to perfect its Pronunciation
- Write sound /ar/ in the air, on the table and in the book to practice how it is written.
- Sound, blend and form words for the sound, then read and write them in your book.
- Use the words you have written to make oral and written sentences, then read and write them in your book.
Read these words with /ar/ sound.

Sc- ar- f

d-ar –k

j-ar

sh – ar- k

park
data

parts

arm

art

arc

arrow

regular

spark

farm

armpits

article

arsenal

arcade

arrest

argue

army

arise

artist

arch bishop

ark

rectangular

popular

circular

card

are

mark

parking

far

bark

charm

start

harmful

You are now going to construct meaningful sentences using the learnt words and practice reading them.

Examples of sentences from the words of /ar/ sound

1. We can buy circular objects like a clock face in an arcade.
2. There are many artists who have big farms.
3. Mark playfully went around the children’s play park.
4. He was arrested for making wrong arguments.
5. The army received many invitation cards to the Arsenal match
6. The article about the popular musician was interesting.
7. He is feeling pain in his arm and armpits.
8. The army helps with the arresting of wrongdoers nowadays.

Exercise

1. Underline /ar/ sound words in the sentences below

   The dog barked so loudly when it saw a car parking on the farm.
   Mark wrote an article which was the most popular
2. Identify sounds in the words below
   armpit___________  park ___________
   millet ___________  wood___________
   farm ____________  teacher __________

3. Write the first sound for the picture

   _________   _________   _________

LESSON 8
THEME : Our Environment
SUBTHEME: Common Plants
CONTENT: Reading words from the subtheme

Learning outcomes:
By the end of this lesson you should be able to:
- Identify common plants in our environment.
- Read words and sentences related to common plants correctly.
- Construct oral and written sentences using the learnt words.
- Write words and sentences related to common plants

Reading words from the subtheme

Introduction
Plants make up a major part of our environment. Other components of the environment include; animals and people.
In this lesson, we are going to look at the common plants in our environment.
Start by looking around your environment and tell the examples of plants that you are seeing.
We are now going to read the different words about common plants.
You will blend, read, spell, pronounce and write the words correctly.

bean  
peas  
green
potato  
orange  
rice
growth  
legumes  
leaf
warmth  
nodules  
harmful
avocado  
ripe  
mulching
air  
vegetation  
rot
sunlight  
seeds  
sour
condition  
planting  
fruits
cassava  
season  
food
seed  
maize  
climbing
millet  
plant  
plants
sorghum  
root  
cereals
plant  
water  
vitamins
mango  
irish  
carrot

You are now going to construct meaningful sentences using the learnt words and practice reading them.

Examples of sentences from the words of the sub-theme

1. Millet and rice are grown in wetland
2. Some plants have root nodules
3. We get proteins from beans
4. Cereals are very healthy foods
5. We get vitamins when we eat fruits and vegetables
6. I enjoy eating millet posho with dry fish.
7. For plants to grow well they need sunlight, warmth and water.
8. Plants make up the vegetation cover of a place.

9. We went to the market and bought ripe mangoes, oranges and carrots.

Exercise

1. Fill in the missing sounds
   
   pl __nt    r __ __ t    m __ize    l __af

2. Read and draw

   That is a maize plant.    She is carrying a basket full of millet.

3. Construct correct sentences using the given words.
   
   a) plant ________________________________

   b) leaf ________________________________

   c) cassava ________________________________

   d) avocado ________________________________

Practice reading the words in the theme word bank

Our Environment

<table>
<thead>
<tr>
<th>tender</th>
<th>warmth</th>
<th>tiresome</th>
</tr>
</thead>
<tbody>
<tr>
<td>term</td>
<td>nodules</td>
<td>armpits</td>
</tr>
<tr>
<td>hyena</td>
<td>stem</td>
<td>sorghum</td>
</tr>
<tr>
<td>crested crane</td>
<td>market vendor</td>
<td>rice</td>
</tr>
<tr>
<td>lioness</td>
<td>fisherman</td>
<td>wetland</td>
</tr>
<tr>
<td>calf</td>
<td>parrot</td>
<td>leaf</td>
</tr>
<tr>
<td>first</td>
<td>monkey</td>
<td>computer</td>
</tr>
<tr>
<td>tsetse fly</td>
<td>suckling</td>
<td>feather</td>
</tr>
<tr>
<td>honey</td>
<td>cubs</td>
<td>beautiful</td>
</tr>
<tr>
<td>butterfly</td>
<td>fire</td>
<td>roars</td>
</tr>
<tr>
<td>article</td>
<td>malaria</td>
<td>kraal</td>
</tr>
<tr>
<td>arrested</td>
<td>biting</td>
<td>hire</td>
</tr>
</tbody>
</table>
mosquito
insects
cockroach
argue
buffaloes
avocado
millet
basket
flower
mixer
leopard
ostrich
bleats
barking
birth
bees
wasp
spider
arcade
artist
maize
proteins
destroy
roots
weeding
branches
gardening
staking
LESSON 9
THEME : Our Environment
SUBTHEME: common plants
CONTENT: Reading the dialogue

Learning outcome:
By the end of this lesson, you should be able to:
- Read the dialogue correctly
- Answer oral and written questions from the dialogue correctly

Reading the dialogue
Introduction
- Read the dialogue silently, identify new words, look out for their meanings.
- Construct meaningful sentences using the new words.
- Read it loudly several times to make sure that you have understood it, after you will read the questions and practice answering them orally and in written.

“Plants in the Garden”

Old man: Hullo young boy, can you help me?
Andrew: Yes, please what is the matter?
Old man: The monkeys are spoiling my crops, I had planted maize, bananas, millet and peas but now the garden is almost finished.
Andrew: Oh! Sorry, did you fence your garden?
Old man: Yes, I fenced it.
Andrew: What did you use?
Old man: I used acacia poles and barbed wires
Andrew: Okay, let us try to go and chase them
Old man: Thank you, my son
Andrew: You are welcome
Questions
1. What is the dialogue about?
2. How many people are in the dialogue?
3. Who are the people taking part in the dialogue?
4. What do monkeys spoil?
5. Who talked first?
6. Which plants are in the old man’s garden?
7. What did he use to fence his garden?
8. Write the title of the dialogue

END OF THEME TEST
1. Separate the words
   planting __________________________
   elephant__________________________
   sister ____________________________
2. Construct correct sentences using the given words
   Monkey
   _____________________________________________________
   Cassava
   plant____________________________________________________
   Grasshoppers
   ______________________________________________________
3. Form words on these sounds
   /er/ __________  __________
   /sp/ __________  __________
   /igh/ __________  __________
   /ow/ __________  __________
4. Re – arrange the words to make correct sentences

- eating white ants Sarah
- six legs has An insect.

5. Write correctly

ntpla..............................
spwa..............................
oatg..............................

Lesson 10

THEME: Things we make
SUBTHEME: Materials used and their sources
CONTENT: Sound /ur/

Lesson outcome:

By the end of this lesson you should be able to:
- Sound and write the letters correctly.
- Identify the sound words.
- Form words using the learnt sound.
- Blend, spell, pronounce, read and write the sound words correctly.
- Construct oral and written sentences using the learnt words and read them.

Sound /ur/

Introduction
Roll your hands over each other like a mixer and say er-er - er –er say the sound several times to perfect its pronunciation, write the sound in air, on tables then in the book to practice how it was written.

- Blend the sounds to form words.
- Pronounce, spell, read and write the words.
- Make meaningful sentences using the learnt words and read them

For example

Ur-b-a-n

h-ur- t

ch-ur-ch

<table>
<thead>
<tr>
<th>Thursday</th>
<th>burger</th>
<th>murderer</th>
</tr>
</thead>
<tbody>
<tr>
<td>urban</td>
<td></td>
<td>curl</td>
</tr>
<tr>
<td>argue</td>
<td>burden</td>
<td>Curriculum</td>
</tr>
<tr>
<td>nurse</td>
<td>curtain</td>
<td>furniture</td>
</tr>
<tr>
<td>turn</td>
<td>bursar</td>
<td>further</td>
</tr>
<tr>
<td>curve</td>
<td></td>
<td>burn</td>
</tr>
<tr>
<td>Current</td>
<td>burrow</td>
<td></td>
</tr>
<tr>
<td>burnt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples of sentences with the learnt sound words

- The school bursar and the nurse stay in the urban centre
- That the place where good curtains and furniture are being sold
- I shall visit that church on Thursday
- The taxi turned so badly at the curve of the road.

Exercise

1. Form words from the sounds below

|er| ______________________
|ar| ______________________
|ur| ______________________
2. Make meaningful sentences using the given words below

burnt

murder

nurse

Thursday

chalkboard

3. Write down 5 consonant letters

4. Show the sounds in the words

nail

curtain

hurt

spoil

pie

church

5. Write the first sound for each word.

thursday

urban

church

6. How many vowel letters are in the word

plant

furniture